

THE COMMONWEALTH OF MASSACHUSETTS



FITCHBURG STATE TEACHERS COLLEGE

Cat.

1959/60

1959-1960 CATALOG

1859/60

The State Teachers College at Fitchburg

The State Teachers College at Fitchburg was originally established as a Normal School under the provisions of Chapter 457, Acts of 1894 of the General Laws. Empowered to confer degrees upon its qualified candidates, the College offers a well-integrated education in the liberal arts and sciences with the opportunity to major in the art of teaching, leading to the degrees of Bachelor of Science in Education and Master of Education.

BOARD OF EDUCATION

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Publication approved by Bernard Solomon, State Purchasing Agent-71

"FITCHBURG STATE
COLLEGIANA/ARCHIVES
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NON - CIRCULATING

THE COMMONWEALTH OF MASSACHUSETTS

State Teachers College
Fitchburg, Massachusetts

Established 1894



1959-1960

ACCREDITED BY

National Council for Accreditation of Teacher Education

MEMBER OF

The American Association of Colleges for Teacher Education

New England Association of Colleges and Secondary Schools

The New England Teacher Preparation Association

The Eastern States Association of Professional Schools for Teachers

Association of Teacher Education Institutions

National Commission on Accrediting

Massachusetts Council on Teacher Education

The Aims and Objectives of the State Teachers College at Fitchburg

The faculty and student body of the State Teachers College at Fitchburg share an understanding of the purposes of the programs which are offered. These purposes are subject to continuing appraisal, interpretation, and suggestion for revision. In orientation experiences, freshmen are introduced to them in order that at the very outset of their participation, they shall have a clear vision of their educational venture. In seminars and committees, faculty members and students study and recommend improvements in our educational design and clarify as well as amplify their understandings of the functions of the college.

The objectives of this college rest upon an agreement by the faculty as to the chief bases for planning the program of an institution for teacher and nursing education. That agreement exists in documentary form, drawn up by a faculty committee, and considered and accepted by the whole faculty, who constantly scrutinize it for improvement.

The Objectives of General and Professional Education

The objectives of this college in general and professional education, derived by faculty agreement from their bases of curriculum design, are set forth below.

The Objectives of General Education

The broad objectives of this college in the general education of its students are:

1. Growth in the appreciation of the total culture.
2. Growth in the ability and disposition to share experience, through improvement of the tools of communication.
3. Growth in the evaluation of and respect for self in relation to the culture.
4. Growth in the understanding of human behavior.
5. Growth in self-disciplined freedom of behavior in a social setting under a system of mutual restraints and obligations.
6. Growth in self-disciplined freedom of belief and opinion.
7. Growth in the self-disciplined freedom to attempt social change by democratic means.

8. Growth of faith in the principles that the moral right to freedom depends upon the obligation to be informed and disciplined in its use.
9. Growth of faith in the principle that the welfare of the group is essential to the welfare of the individual.
10. Growth in the understanding of the essentiality of the spiritual discipline and of the limitations placed upon its development in democratic public institutions.

The Objectives of Professional Education

The efficient teacher will possess the specialized knowledges, understandings, habits, attitude, and skills essential to effective school practice in American democracy. Teacher education must seek the following professional objectives:

1. Increasing growth in the specialized scholarship upon which depends intelligent growth in teaching skills.
2. Intelligent practice of the specialized skills of the teacher.
3. Growth in the understanding of the values, objectives, and design of democratic education in a changing society.

The efficient nurse will have matured in the essential specialized knowledges, understandings, habits, attitudes, and skills. Nursing education must seek the following professional objectives:

1. Increasing growth in the specialized scholarship upon which depends intelligent growth in the nursing skills.
2. Intelligent practice of the specialized skills of the nurse.
3. Growth in the understanding of the aims and design of health and services in a changing democratic society.

Both teacher and nursing education must impose those experiences which professional certification requires. This college will provide for democratic maturation, only to the degree that it capitalizes upon every proper opportunity for genuine choice, voluntary association, assumption of responsibility, and guidance—individual and group.

Administration and Faculty

RALPH F. WESTON, A.B., A.M. (1926) *	President
HELEN B. ROSS, A.B., A.M., Ph.D. (1949)	Dean of Instruction
	Professor of Biological Science
PHILIP A. McMURRAY, A.B., Ed.M. (1947)	Dean of Men
	Associate Professor of English
JOSEPHINE A. BOLGER, B.S. in Ed., A.M. (1929)	Dean of Women
	Assistant Professor of Psychology
ROGER F. HOLMES, A.B., Ed.M., Ed.D. (1940)	Director of Graduate
	Study, Professor and Head of Social Studies Department
JAMES J. HAMMOND, B.S. in Ed., Ed.M. (1937)	Director of Industrial
	Arts, Professor of Education
VINCENT L. HAWES, B.S. in Ed., Ed.M. (1957)	Director of Training
	Associate Professor of Education
RACHEL S. BRUCE, B.S. in Ed., A.M., (1927)	Assistant Director of
	Training, Assistant Professor of Education
JOSEPH A. ANGELINI, A.B., Ed.M. (1958)	Instructor Supervisor of
	Junior High School Mathematics
SIGNE ANTILA, B.S. in Ed., Ed.M. (1946)	Assistant Professor,
	Supervisor of Junior High School Geography
ELMER J. ARSENAULT, B.S. in Ed., M.F.A. (1958)	Instructor,
	Supervisor of Junior High School Art
BETTINA ASSELTA, B.S. in Ed., Ed.M. (1954)	Instructor, Supervisor
	of Grade 3
KATHRYN BAKER, B.S. in Ed., Ed.M. (1955)	Instructor, Supervisor
	of Junior High School English and Latin
CHARLES C. BUTLER, A.B., A.M., Ed.D. (1952)	Associate Professor
	of Mathematics
CLARENCE R. CALDER, B.S. in Ed., Ed.M. (1957)	Instructor, Supervisor
	of Industrial Arts in the Training Schools
JOSEPH E. CARPENTER, B.S. in Ed., Ed.M. (1957)	Instructor,
	of Industrial Arts (General Metal)
EUGENE S. CASASSA, B.S. in Ed., M.A. (1958)	Instructor of Speech
EDWIN R. CLARK, A.B., A.M., Ed.D. (1931)	Professor of Physical
	Science
MARION CLARK, A.B., A.M., (1949)	Assistant Professor of Physical
	Education

* Date in parentheses indicates year of joining faculty

GEORGE F. CONDIKE, A.B., PH.D. (1947) Professor and Head of
 the Science Department
 FLORENCE D. CONLON, B.S., in Ed., Ed.M. (1919) Professor and
 Head of Fine Arts Department
 MICHAEL J. CONLON, A.B., A.M. (1937) Professor of Philosophy
 NICHOLAS J. COPOULOS, B.S. in Ed., Ed.M. (1957) Instructor,
 Supervisor of Junior High School Mathematics
 HARRY L. CROWLEY, B.S., Ed.M., Ed.D. (1956) Associate Professor
 of Psychology
 MARION B. CUSHMAN, B.S. in Ed., Ed.M. (1950) Instructor,
 Supervisor of Grade 6
 VEVA K. DEAN, A.B. in Ed., A.M., PH.D. (1954) Professor of
 Geography
 DAYTON N. DENNETT, A.B., A.M., PH.D., (1957) Associate
 Professor of English
 EDWARD T. DONNELLY, B.S. in Ed., Ed.M., Ed.D. (1951) Professor,
 Supervisor of Industrial Arts Student Teachers
 RUTH M. DONOVAN, B.S. in Ed., Ed.M. (1945) Instructor of Training
 School Physical Education
 ADELE M. DRISCOLL, B.S. in Ed., Ed.M., Ed.D. (1957) Professor of
 Education
 EDWARD F. DRISCOLL, B.S. in Ed., Ed.M. (1956) Associate Professor
 of Industrial Arts (Electronics)
 RICHARD P. DRURY, B.S. in Ed., Ed.M., M.A. (1958) Assistant Professor,
 Industrial Arts (Arts and Crafts)
 ROBERT G. ELLIOT, B.P.E., A.M. (1941) Director of Athletics,
 Assistant Professor of Physical Education
 DONALD W. FALVEY, B.S. in Ed., Ed.M. (1958) Instructor, Supervisor
 of Grade 4 & 5
 GERTRUDE L. FISKE, B.S. in Ed., A.M. (1931) Assistant Professor,
 Supervisor of Home Economics
 WILLIAM H. FITZGIBBON, B.S. in Ed., Ed.M. (1953) Assistant Professor,
 Supervisor of Junior High School Science
 BERNARD J. FOLEY, B.S. in Ed., Ed.M. (1957) Instructor, Principal
 of Dillon Training School
 WILLIAM J. GOLDMAN, B.S. in Ed., Ed.M., Ed.D. (1955) Professor of
 Special Education
 WALTER F. HARROD, B.S. in Ed., Ed.M. (1947) Assistant Professor of
 Industrial Arts (Woodworking)
 ELIZABETH M. HASKINS, B.S., A.M., M.S. (1947) Associate Professor
 of Mathematics

DANIEL L. HEALY, A.B., MUS.B., ED.M. (1945)	Associate Professor of English
RAYMOND G. HOOPS, B.S. in Ed., M.A. (1958)	Assistant Professor of Industrial Arts (Graphic Arts)
ELMA M. JOHNSON, ADJ.,A., ED.M. (1919)	Instructor, Supervisor of Grade 5
RICHARD L. KENT, B.M.E., M.M. (1947)	Associate Professor of Music
EVERETT E. KOEHLER B.S. in Ed., M.A., Ph.D. (1946)	Professor of Industrial Arts (Power Mechanics)
C. L. JOHN LEGERE, B.S. in Ed., Ed.M. (1956)	Instructor, Supervisor of Junior High School Mathematics
A. ORIN LEONARD, B.A., B.S., M.A., Ed.D. (1952)	Assistant Professor of Library Science, Librarian
MARY McDONALD LONG, B.S. in Ed., A.M., Ph.D. (1953)	Professor and Head of English Department
THOMAS A. MALLOY, A.B., A.M. (1957)	Associate Professor of Sociology
ELIZABETH A. MANEY, B.S. in Ed., Ed.M. (1958)	Instructor, Supervisor of Grade 1
ANNE MAY, B.S. in Ed., Ed.M. (1956)	Instructor, Supervisor of Grade 3
MARGARET McDOWELL, B.S. in Ed., Ed.M. (1952)	Instructor, Supervisor of Grade 1
JOHN A. McNANEY, B.S.E., M.S.E. (1958)	Instructor of Physical Science
RICHARD B. MICHAEL, A.B., A.M., Ph.D. (1952)	Professor of Social Studies
JOHN F. NASH, A.B., M.S., Ed.M. (1958)	Associate Professor of Sociology
ELIZABETH O'CONNOR, B.S. in Ed., Ed.M. (1948)	Instructor and Supervisor of Grade 1
RAYMOND OKERMAN, B.S. in Ed., Ed.M. (1956)	Instructor, Supervisor of Junior High School Social Studies
IRENE PASSIOS, B.S. in Ed., Ed.M. (1954)	Instructor, Supervisor of Grade 4
ANNA F. PHILBIN, B.S. in Ed., Ed.M. (1952)	Assistant Professor, Supervisor of Junior High School English
ELIZABETH QUATTLANDER, B.S. in Ed., Ed.M. (1935)	Instructor, Supervisor of Grade 3

WILLIAM H. RINEHART, B.S. in Ed., Ed.M. (1936)	Instructor of Pennmanship
LOUIS P. SHEPHERD, B.S. in Ed., A.M. (1952)	Associate Professor of English
JUDITH SMITH, A.B., Ed.M. (1957)	Instructor, Supervisor of Grade 5
ROBERT A. SMITH, B.S. in Ed., M.S. (1958)	Instructor of Biology
LILLIAN TATER, B.S. in Ed., Ed.M. (1943)	Assistant Professor of English
RENE THOMAS, B.S. in Ed., Ed.M. (1957)	Instructor of Industrial Arts (Technical Drawing)
JOSEPH E. UNDERWOOD, A.B., B.S. in Ed., Ed.M. (1936)	Assistant Professor, Principal of Junior High Training School
FRANK E. WOLF, B.S. in Ed., A.M., Ed.D. (1957)	Professor of Biology
ARLINE WEBSTER, R.N., M.A.	Director of Nursing Education Assistant Principal of the School of Nursing
ELEANOR CAIRNS	Librarian, The Grace Gummo Library
LILLIAN BANNON, R.N., M. in Ed	Director of Clinical Studies and Practice
KATHERINE O'CONNOR, R.N., B.S. in Ed.	Assistant Director of Clinical Studies and Practice
MILDRED COURTEMANCHE, R.N.B.S.N.	Instructor of Sciences
ROSE CONRAD, R.N., B.S. in Ed.	Clinical Instructor of Nursing
ELAINE MOCARSKI, R.N., B.S. in Ed.	Instructor of Nursing Fundamentals
ELIZABETH MAY, R.N., B.S. in Ed.	Assistant Instructor of Nursing Fundamentals
NANCY DEDERIAN COBB, R.N., B.S. in Ed.	Assistant Instructor Nursing Fundamentals
GAIL PROSSER, R.N., B.S. in Ed.	Assistant Instructor Nursing Fundamentals
JANE KERR, R.N., B.S. in Ed.	Instructor of Science
MILDRED FRANCIS, R.N., B.S. in Ed.	Instructor of Science
PHYLLIS BOBIN, R.N., B.S. in Ed.	Clinical Instructor of Nursing
MARION HUGO, R.N., B.S. in Ed.	Clinical Instructor of Nursing
SHEILA LAFORTUNE, R.N., B.S. in Ed.	Clinical Instructor of Nursing
GLADYS WILSON, R.N.	Clinical Nursing Supervisor
CLAUDETTE RUDIN FORSS, R.N., B.S. in Ed.	Clinical Instructor of Nursing O.P.D.

ROWENA TAYLOR, R.N., B.S. in Ed.	Clinical Instructor Maternity Nursing
SYLVIA SCALZULL, R.N., B.S. in Ed.	Clinical Instructor of Nursing
CATHERINE MAROTTA, R.N., B.S. in Ed.	Public Health Coordinator Supervisor, Out Patient Department
MARGARET MACK, B.S., A.D.A.	Therapeutic Teaching Dietitian

STAFF MEMBERS

CLAIRE LAVOIE	Principal Bookkeeper
PRISCILLA ARNOLD	Senior Clerk, Stenographer
ROBERT LEVANGIE	Senior Bookkeeper
NELL NEWELL	Junior Clerk, Stenographer
CYNTHIA FIELD	Junior Clerk
LILLIAN RESNIK	Junior Clerk, Stenographer
FLORENCE DUPONT	Junior Clerk
HERBERT W. CLEMENTS	Superintendent of Bldgs. and Grounds
ROBERT RICE, M.D.	College Physician
MARGARET CLANCY, R.N.	College Nurse
ELLEN MASTON	Dietitian
ALBINA DAVIS	Supervising Housekeeper

The College Curricula

The following curricula are offered at the Fitchburg State Teachers college.

Elementary School Curriculum:

The Elementary School Curriculum is designed to prepare teachers for grades 1 through 6 of the elementary school. Academic courses, both prescribed and elective, provide the student with the basic content for teaching the curricular school subjects; and the professional courses develop an understanding of the characteristics of the young child, the content and organization of the modern elementary school program, with emphasis on unit procedures, and the specialized skills of the teacher of grades 1 through 6.

Final entrance into the Elementary Curriculum will depend upon a high standard in general scholarship during the first two years and upon the possession by the student of the traits of personality necessary for success in teaching children.

Junior High School Curriculum:

The Junior High School Curriculum is designed to prepare teachers for grades 7 through 9 of the junior high school. Academic courses, both prescribed and elective, provide the student with the basic content for teaching the curricular school subjects; and professional courses develop an understanding of the learner, the content organization of the modern school program, and the specialized skills of the teacher of grades 7 through 9. Specialization in one or more of the following subject-teaching areas is required: English, science, mathematics, social studies, history, and geography.

The candidate for admission to the State Teachers College at Fitchburg, in preparation for teaching in either of these two fields, makes a tentative choice between the Elementary Curriculum and the Junior High School Curriculum. This tentative choice is made on the candidate's application blank. Such a choice is, of course, based on less than the detailed knowledge of needs and interest which the student will acquire in the first two years at this college. Therefore, it may seem desirable to the student or to the college authorities to revise this tentative choice of course at the end of the second year.

Final entrance into the Junior High School Curriculum will require a high standard of scholarship shall have been attained during the first two years in the subjects in which the student wishes to become a specialist teacher in the Junior High School. Permission finally to enter the Junior High School Curriculum will also depend upon the possession by the student of those traits of personality best suited to junior high pupils.

Since this college is maintained to meet the needs for teachers in the Commonwealth of Massachusetts, it seeks to maintain a reasonable relationship between the numbers which it trains for the several fields of teaching and the demand for teachers in those fields. Therefore, the college maintains quotas which limit the numbers who may be trained for Junior High School teaching and for Elementary teaching. These quotas are flexible and change from year to year in accordance with demand. It is not possible to inform candidates for entrance as to what the quota limits will be at the end of their second college year.

Industrial Arts Curriculum:

The Industrial Arts Curriculum prepares teachers for both junior and senior high schools. It is a balanced program of liberal arts, technical arts, and teacher education. A typical student's day includes both shop and academic classes. As is true of other teacher-preparation courses, there is a semester of supervised teaching, which is experienced in campus training schools and neighboring public schools.

The shops offer a great variety of technical experiences in woods, metals, printing, drawing, electronics, engines, vehicles, ceramics, leather, lapidary, finishing, and others. Industrial Arts students are required to take courses in all shops.

Nursing Curriculum:

The Fitchburg State Teachers College, in affiliation with the Burbank Hospital School of Nursing, offers a combined college-nursing program of four years and three months. This co-ordinated curriculum offers an opportunity to integrate a liberal arts education with a professional education in nursing. At the completion of the program, the student receives the Bachelor of Science degree in Education from the College and the Professional Diploma in Nursing from the School of Nursing.

Applicants to the program are admitted jointly by the College and the School of Nursing. All applicants are required to take the National League for Nursing examination, a pre-nursing and guidance test battery, prior to admission by the School of Nursing.

During the first two years, students carry a full program of college courses at the Teachers College. During the remainder of the program, the student receives courses and planned clinical practice in nursing, which includes affiliations in special nursing areas. Failure to pass the nursing program of the hospital automatically requires withdrawal from the nursing course at the College.

Throughout the entire program, with the exception of those periods during which she is away on affiliations, the student lives in the Nurses' Home on Hospital Hill.

While in attendance at State Teachers College, the students are charged for board and room at the hospital.

IN-SERVICE TRAINING OF TEACHERS

Courses are offered on campus for teachers in service who are graduates of normal schools, but who wish to qualify for the degree of Bachelor of Science in Education granted by the Fitchburg State Teachers College. Courses are also arranged on a workshop basis for teachers who wish to improve their teaching even if they are not concerned with a degree. These courses are planned in cooperation with local school systems.

SUMMER SCHOOL

Both graduate and undergraduate courses are offered in the summer session

Information concerning these additional programs is made available in separate bulletins and announcements.

OBJECTIVES OF COLLEGE CURRICULA

This college views, as its curricula, all those organized and evaluate experiences desirable or essential to the educated person and to the prospective teacher or nurse. Those experiences include the organized study and practice experiences of college classes and practice teaching, the experiences in out-of-class organized activities, clubs, forums, debates, athletics, student government, and the experiences of daily college living. All of these contribute to make the Fitchburg graduate whatever he or she may be.

On the pages which follow is shown the organization of the study and class experiences. The separate curricula share the same broad aims: (1) Constant growth in intelligent appreciation of the culture (2) Constant improving practice of democratic ethics and skills (3) Acquisition of the skills, habits, and understandings essential to successful beginning teaching or nursing.

Intelligent appreciation of the culture is acquired through constant practice of the several disciplines of the educated personality, in application to the events of the present culture and in the investigation of the foundations of that culture in the past. Such disciplines and such investigations are provided by areas of study and practice and are supported by planned activities out of class.

The practice of democratic ethics and skills is provided by the atmosphere and the principles of behavior which govern all of the organized situations and relationships of this college both in and out of class.

The essential skills, habits, and understandings of the successful teacher or nurse are acquired through the study experiences in professional areas and through continuing observation and practice under genuine typical conditions and under careful guidance.

Application for entrance should be made to the principal of the School of Nursing, Burbank Hospital, Fitchburg, Massachusetts. For further information regarding this program, reference should be made to the Burbank Hospital School of Nursing Bulletin which is available upon request.

Special Education for the Teaching of the Mentally Retarded

This curriculum leading to a Bachelor of Science in Education degree prepares students for the teaching of the mentally retarded child. The program consists of both liberal arts and teacher education courses.

Methods best suited for teaching the normal as well as the retarded child are considered. The available facilities of the college's Industrial Arts department permit emphasis on the various types of handwork so valuable in the education of the retarded child. Practice teaching and directed observation will be completed in classes for the mentally retarded in local communities.

Candidates completing this curriculum will fulfill the requirements of state certification for teachers in this field.

Additional Educational Opportunities At Fitchburg

THE GRADUATE DEPARTMENT

The State Teachers College at Fitchburg offers a course of study of leading to the degree of Master of Education (Ed.M.) to graduates of teachers college and to graduates of liberal arts colleges who wish to qualify for teaching in the public schools.

The graduate program is based on those values which are of general worth in education to all teachers. It requires adequate study experience in the broad fields of:

Educational Psychology
Educational Philosophy
Curriculum
Guidance
Administration or
Supervision
Research

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In addition to the above required areas, the graduate student may cultivate a special interest through a limited number of elective courses in the major fields of knowledge.

THE VOCATIONAL EDUCATION PROGRAM

A cooperative program leading to the degree of Bachelor of Science in Vocational Education is conducted by the college and the State Division of Vocational Education.

CURRICULUM OUTLINES FOR TEACHER EDUCATION

This college provides the above organized general and professional study and practice experience through the following courses and allocation of hours:

CURRICULUM FOR ELEMENTARY TEACHERS

FIRST YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 100 English Composition I	3 3	Eng. 102 English Composition II	3 3
S.S. 100 Hist. West. Civilization I	3 3	S.S. 101 Hist. West. Civilization II	3 3
Sc. 100 Biology I	3 4	Sc. 102 Biology II	3 4
Math 100A General Math I or	3 3	Math 101A General Math II or	3 3
Math 100B Survey of Math I		Math 101B Survey of Math II	
Mus. 101 Music I	2 4	Psych. 101 General Psychology	3 3
H. and P.E. 100 and 102	1 2	H. and P.E. 101 and 104	1 2
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
	— —		— —
	16 22		17 19

SECOND YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 210 American Literature	3 3	Eng. 215 English Literature	3 3
Psych. 204 Child Psychology	3 3	Art 100 Art Appreciation	3 5
Sc. 110 Physical Science I	3 3	Sc. 111 Physical Science II	3 3
Ed. 104 Cultural History of		S.S. 110 Prin. of Geography	3 3
American Education	3 3	H. and P.E. 105 and 108	1 2
Mus. 102 Music II	1 2	Elective	3 3
H. and P.E. 103 and 106	1 2		
Elective	3 3		
	— —		— —
.....	17 19		16 19

THIRD YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Ed. 200 Prin. and Practice of Elementary Ed.	9 12	Ed. 210 Student Teaching	12 25
Art 200 Art in Elementary Ed.	2 4		
Mus. 200 Music in Elementary Ed.	2 4		
I.A. 203 The Construction Arts in Elementary Ed.	2 4		
Psych. 203 Ed. Measurements	2 2		
	— —		— —
	17 26		12 25

FOURTH YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Phil. 203 Intro. to Philosophy	3 3	Phil. 204 Philosophy of Ed.	3 3
S.S. 120 Economics	3 3	S.S. 222 Social Institutions	3 3
S.S. 210 Regional Geography	3 3	Ed. 220 Language Arts	2 2
S.S. 105 U.S. Hist. and Const.	3 3	Ed. 230 Seminar in Elem. Ed.	2 2
Elective	3 3	Elective	3 3
	— —	Elective	3 3
		Orientation to Teaching	0 2
	— —		— —
	15 15		16 16

CURRICULUM FOR JR. HIGH SCHOOL TEACHERS

FIRST YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 100 English Composition I	3 3	Eng. 102 English Composition II	3 3
S.S. 100 Hist. West. Civilization I	3 3	S.S. 101 Hist. West. Civilization II	3 3
Sc. 100 Biology I	3 4	Sc. 102 Biology II	3 4
Math 100A General Math I or	3 3	Math 101A General Math II or	3 3
Math 100B Survey of Math I		Math 101B Survey of Math II	
S.S. 110 Prin. of Geography	3 3	Psych. 101 General Psychology	3 3
H. and P.E. 100 and 102	1 2	H. and P.E. 101 and 104	1 2
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
	— —		— —
	17 19		17 19

SECOND YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 210 American Literature	3 3	Eng. 215 English Literature	3 3
Ed. 104 Cultural Hist. Am. Ed.	3 3	Psych 202 Adolescent Psych.	3 3
Sc. 110 Physical Science I or	3 3	Sc. 111 Physical Science II or	3 3
Sc. 112 Chemistry I		Sc. 113 Physics I	
H. and P.E. 103 and 106	1 2	H. and P.E. 105 and 108	1 2
Elective	3 3	Elective	3 3
Elective	3 3	Elective	3 3
	— —		— —
	16 17		16 17

THIRD YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Ed. 201 Methods and Materials in JHS Education	3 3	Ed. 210 Student Teaching	12 25
Ed. 204 Reading in the JHS	2 2	Ed. 232 Seminar in JHS Education	2 2
Psych. 203 Ed. Measurements	2 2		
Ed. 203 Methods in Areas of Sub- ject Specialization (choose one below)	2 2		
Mathematics in JHS			
English in the JHS			
Science in the JHS			
Social Studies in the JHS			
Elective	3 3		
Elective	3 3		
	— —		— —
	15 15		14 27

FOURTH YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Art 102 Art Appreciation	3 3	Mus. 101 Music Appreciation	3 3
Phil. 203 Intro. to Philosophy	3 3	Phil. 204. Philosophy of Ed.	3 3
S.S. 105 U.S. History and Const.	3 3	S.S. 222 Social Institutions	3 3
Elective	3 3	Elective	3 3
Elective	3 3	Elective	3 3
	— —	Orientation to Teaching	0 2
	15 15		— —
			15 15

CURRICULUM FOR SPECIAL EDUCATION

FIRST YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Eng. 100 English Composition I	3 3	Eng. 102 English Composition II	3 3
S.S. 100 Hist. West. Civilization I	3 3	S.S. 101 Hist. West. Civilization II	3 3
Sc. 100 Biology I	3 4	Sc. 102 Biology II	3 4
Math 100A General Math I or	3 3	Math 101A General Math II or	3 3
Math 100B Survey of Math I		Math 101B Survey of Math II	
Mus. 101 Music I	2 4	S.S. 110 Prin. Of Geography	3 3
H. and P.E. 100 and 102	1 2	H. and P.E. 101 and 104	1 2
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
	— —		— —
	16 20		17 19

SECOND YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Eng. 210 American Literature	3 3	Eng. 215 English Literature	3 3
Psych. 101 Gen. Psychology	3 3	Psych. 203 Ed. Measurements	2 2
Sc. 110 Physicstl Science I	3 3	Sc. 111 Physical Science II	3 3
Ed. 104 Cultural Hist. of Am. Ed.	3 3	S.E. 220 Domestic Arts	3 6
Mus. 102 Music II	1 2	Mus. 200 Music in Elem. Grades	2 4
H. and P.E. 103 and 106	1 2	H. and P.E. 105 and 108	1 2
Elective	3 3	Art 100 Art Appreciation	3 5
	— —		— —
	17 19		17 25

THIRD YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
S.E. 22 Psych. of Subnormal	4 4	Phil. 203 Intro. to Philosophy	3 3
S.E. 204 Methods of Teaching the		S.E. 226 Industrial Arts II	3 6
Mentally Retarded		Sc. 220 Science for Special Ed.	3 4
General Methods	3 3	Art 200 Art in Elementary Grades	2 4
Reading	3 3	S.E. 241 Occupational Information	3 3
Arithmetic	2 2	Elective	3 3
Phys. Ed.	1 2		— —
S.E. 224 Industrial Arts I	3 6		— —
	— —		— —
	16 20		17 23

FOURTH YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
S.E. 230 Student Teaching	12 25	S.S. 105 U.S. History & Const.	3 3
S.E. 240 Seminar in Special Ed.	2 2	Phil. 204 Philosophy of Ed.	3 3
		S.S. 223 Social Institutions	3 3
		S.E. 234 Guidance	3 3
		Elective	3 3
		Orientation of Teaching	0 2
	— —		— —
	14 27		15 17

CURRICULUM FOR INDUSTRIAL ARTS

FIRST YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 100 English Composition I	3 3	Eng. 102 English Composition II	3 3
Math 100A General Math I or	3 3	Math 101A General Math II or	3 3
Math 100B Survey of Math I		Math 101B Survey of Math II	
I.A. 112 Design	3 3	Mus. 103 Music Appreciation	1 2
I.A. 105 Shop	3 6	I.A. 115 Shop	3 6
I.A. 120 Shop	3 6	I.A. 110 Shop	3 6
H. and P.E. 102	1 2	I.A. 122 Shop	3 6
		H. and P.E. 104	1 2
	— —		— —
	16 23		17 28

SECOND YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 210 American Literature	3 3	Eng. 215 English Literature	3 3
Sc. 112 I.A. Physics	3 3	Sc. 113 I.A. Chemistry	3 3
Shop	3 6	Psych. 102 General Psychology	3 3
Shop	3 6	Shop	3 6
Shop	3 6	Shop	3 6
H. and P.E. 106	1 2	H. and P.E. 108	1 2
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
	— —		— —
	17 27		17 24

THIRD YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
I.A. 201 Principles and Practices in I.A.	4 4	I.A. 200 Foundations of I.A. Curriculum	4 4
Shop	3 6	I.A. 225 Student Teaching	8 25
Shop	3 6	Psych. 203 Ed. Measurements	2 2
Ed. 202 Adolescent Psych.	3 3		
S.S. 105 U.S. History and Constitution	3 3		
	— —		— —
	16 22		14 31

FOURTH YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Phil. 203 Intro. to Philosophy	3 3	Phil. 204 Philosophy of Ed.	3 3
Shop	3 6	Shop	3 6
Shop	3 6	Shop	3 6
S.S. 222 Social Institutions	3 3	I.A. 231 Seminar in I.A.	2 4
Elective	3 3	S.S. 120 Economics	3 3
		Elective	3 3
		Orientation of Teaching	0 2
	— —		— —
	15 21		17 27

CURRICULUM FOR NURSING

FIRST YEAR

STATE TEACHERS COLLEGE

1st Semester			2nd Semester		
	S.H.	C.H.		S.H.	C.H.
Eng. 100 English Composition I	3	3	Eng. 102 English Composition II	3	3
Math. 102 Mathematics	3	3	Phil. 203 Intro. to Philosophy	3	3
Sc. 114A Chemistry in Nursing I	3	4	Sc. 114B Chemistry in Nursing II	3	4
S.S. 100 Hist. West. Civilization I	3	3	S.S. 101 Hist. West. Civilization II	3	3
Psych. 102 General Psychology	3	3	Sc. 105 Anatomy and Physiology I	3	4
Eng. 104 Speech I	1	1	Eng. 105 Speech II	1	1
H. & P.E. 101	1	2	H. & P.E. 102	1	2
			Intro. to Prof. Nursing	0	2
	—	—		—	—
	17	19		17	22

BURBANK HOSPITAL SCHOOL OF NURSING

SUMMER SESSION - 8 Wks.

S.H. C.H.

Microbiology
 Nutrition
 First Aid
 Historical Development of Nursing
 Pharmacology

— —
 8 8

STATE TEACHERS COLLEGE

SECOND YEAR

1st Semester			2nd Semester		
	S.H.	C.H.		S.H.	C.H.
Eng. 210 American Literature	3	3	Eng. 215 English Literature	3	3
Sc. 106 Anatomy & Physiology II	3	4	S.S. 105 U.S. History and Const.	3	3
Sc. 116 Physics in Nursing	3	4	S.S. 224 Advanced Sociology	3	3
Psych. 205 Child Psychology	3	3	Phil. 204 Philosophy of Ed.	3	3
Art or Mus. 101 Art or Music			Ed. 202 Principles of Teaching	3	3
Appreciation	1	1	H. & P.E. 105	1	2
S.S. 221 Social Institutions	3	3	Introduction to Professional Nursing	2	2
H. & P.E. 103	1	2		—	—
Prof. Adjustments I	1	1		18	19
	—	—			
	18	21			

BURBANK HOSPITAL SCHOOL OF NURSING

SUMMER SESSION - 8 Wks.

- S.H. C.H.

Fundamentals of Nursing (includes
nursing in the home, Pharmacology
and other related subjects) 6 8

BURBANK HOSPITAL SCHOOL OF NURSING

THIRD YEAR and SUMMER SESSION

	SH	Wks.
Fundamentals of Nursing, Medical-Surgical Nursing (includes O.R. & Recovery Room & Diet Therapy Nursing)	18	36
Introduction to P.H. & P.H. Nursing and Maternity Nursing	6	12
	<hr/>	<hr/>
	24	48

FOURTH YEAR and SUMMER SESSION

Pediatric Nursing	6	12
Tuberculosis Nursing	2	8
Psychiatric Nursing	6	12
Public Health Nursing	5	8
Senior Medical-Surgical Nursing	2	8
	<hr/>	<hr/>
	21	48

FIFTH YEAR (Sept. - Dec.)

Student Teaching	2	
Senior Clinical Experience		
Senior Nursing Conferences		
Prof. Adjustments II	2	
	<hr/>	<hr/>
	4	12

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COLLECTION"

NON - CIRCULATING

